**Lesson Plan Format**

**Teacher Candidate: Alexis Franklin Grade Level: 10 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standard:

10SS4: Students compare and contrast the Industrial Revolutions of America, France, and Latin America.

9.E2b.4: Write persuasive compositions that:

1. Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
2. Use specific rhetorical devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
3. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
4. Address readers’ concerns, counterclaims, biases, and expectations.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are familiar with persuasive writing and have probably encountered pathos, ethos, and logos in their various English classes. Students have prior knowledge of revolutionary France from their middle school curriculum.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to explain how scarcity was experienced by the lower class before the French Revolution. Students will be able to analyze the causes of such unequal wealth distribution by applying knowledge of the French government to the experiences of its citizens. How does distribution of power impact scarcity/abundance and quality of life? Students will relate this essential question to the arrival of the revolution. Students will appeal to pathos, ethos, or logos to write persuasive letters to King Louis XVIII from the historical perspective of a lower class French citizen just before the revolution.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal Formative: Students will participate in a class discussion.

Formal Formative: Students will research and present an argument in small groups.

Formal Formative: Students will complete persuasive creative writing assignments from a specific historical perspective.

**Persuasive Historical Writing Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Goal or Thesis** | Does not focus on a single type of argument. Lacks a thoughtful, concise thesis. | Successfully focuses on one type of argument (Logos, Pathos, or Ethos), but argument is lackluster or unconvincing. | Successfully focuses on one type of argument (Logos, Pathos, or Ethos). Compelling argument with clearly stated main point. |
| **Reasons and Support** | Lacks sufficient supporting evidence and/or a primary source. Evidence is confusing, unfocused, or contradictory. | Evidence includes at least one primary source. Evidence is relevant but could be better integrated and explained. | Thorough evidence includes at least one primary source. Evidence is relevant and well-integrated into the letter. |
| **Conventions** | Many errors in grammar, mechanics, or spelling make text difficult to understand. | Occasional errors in grammar, mechanics, or spelling do not detract from the meaning. | Minimal errors in grammar, mechanics, or spelling. |

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Tables about “The Economics of the French Revolution”
* Political cartoon about the 3 estates
* Class set of laptops with internet access
* An assortment of library books related to France before the Revolution
* Paper/pens
* Graphic organizer about the three forms of argument

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Disciplined Inquiry: This lesson requires students to formulate their own conclusions based on information they gather themselves. The teacher serves as a facilitator as students delve into academic material independently. Disciplined Inquiry has an emphasis on primary sources and essential questions. This type of lesson is beneficial to students because it is very authentic. When students can be motivated to seek out information that relates to open-ended essential questions, they are more engaged with the topic and more likely to reach the objectives than via tradition transmission-style lessons. Students that are proficient at using primary sources to make an argument gain a very practical historical skill and are better critical thinkers overall.

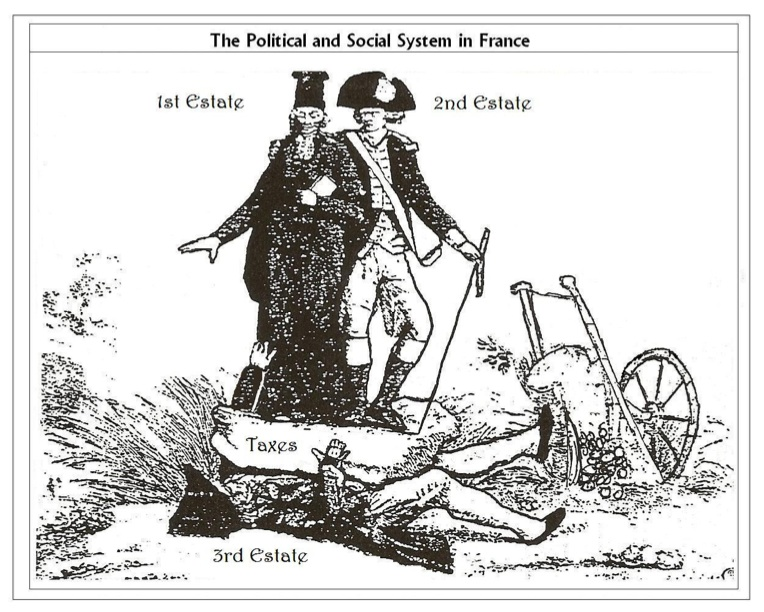
**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

To introduce students to revolutionary France, teacher will display a table “The Economics of the French Revolution” alongside a political cartoon about class inequality in this era.

|  |  |  |  |
| --- | --- | --- | --- |
| **BREAD AND THE WAGE EARNERS BUDGET\*** | | | |
| **Occupation** | **Effective Daily Wage in Sous\*\*** | **Expenditure on Bread as percentage of income with bread priced at:** | |
| *gs* (Aug 1788) | *14s* (Feb-July 1789) |
| Laborer in Reveillon wallpaper works | 15 | 60 | 97 |
| Builders Laborer | 18 | 50 | 80 |
| Journeyman mason | 24 | 37 | 60 |
| Journeyman, locksmith, carpenter, etc. | 30 | 30 | 48 |
| Sculptor, goldsmith | 60 | 15 | 24 |
|  | | | |
| \*The price of the 4 pound loaf consumed daily by workingman and his family as the main element in their diet | | | |
| \*\*Effective wage represents the daily wage adjusted for 121 days of nonwork per calendar year for religious observation, etc. | | | |

|  |  |
| --- | --- |
| **Average Price of a Hectoliter (100 liters) of wheat in France** | |
| 1730 | 9.5 francs |
| 1750 | 14.5 francs |
| 1770 | 19.8 francs |
| 1789 | 21.0 francs |
| **Price of 100 kilograms of Wheat in Paris, 1770-1790** | |
| 1770 | 25 francs |
| 1775 | 20 francs |
| 1780 | 17 francs |
| 1785 | 19 francs |
| 1789 | 29 francs |
| 1790 | 27 francs |



Students will relate the information from the tables to the cartoonist’s message about social inequality. Students will discuss the specific ways that the 3rd estate would have been struggling and how poverty would have impacted them on a daily basis. Students will also discuss why they might have been frustrated about the distribution of wealth in light of 1st estate affluence.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Teacher will distribute graphic organizers describing the three forms of argument: Ethos, Pathos, and Logos. Students will recall information from prior English lessons to fill in the blanks on the graphic organizer. For example, Ethos is a form of argument based on emotions. The class will be divided into three groups, each assigned a different form of argument. They will be responsible for relating persuasion to the suffering before the French Revolution. They should brainstorm historically appropriate arguments in favor of revolution in this era. Students will use books and online resources to identify pertinent information and data. The Pathos group might find information about starvation, death, or child labor, for example. The Logos group might instead find statistics about income and the cost of living in the different social classes. The teacher should encourage students to be especially on the lookout for primary sources they can share with the class.

Research/arguments for each group should be compiled in a casual list format. Each group will take turns going to the front of the class to share their arguments in favor of the revolution using specific findings and primary source documents to make a convincing case. Students should take notes on the information presented by other groups.

After all three groups have presented, students will be informed of their creative writing assignment. Each student will individually choose the argument they found most compelling. Their letter, written from the perspective a poor French person to King Louis XVII, should focus on one type of argument and contain at least one primary source (artwork, political cartoon, data set, map, etc.). Students may choose a primary source that was shared during class, but they need to integrate it into their writing to display thorough analysis of its historical significance. Students are given class time to plan and/or write their letters. They are expected to finish at home.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students have been working independently. Before the end of class, teacher gets everyone’s attention to briefly review as a full class the concepts of scarcity and abundance, and how they relate to the French Revolution. The emphasis will be on how the structure of the government affects scarcity/poverty.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Gifted/talented writer | This student could be asked to write multiple letters demonstrating a thorough understanding of all three types of argument. Student could also be required to discuss more primary sources in their letter, while other students focus on one main primary source. |
| Student 2 | Learning disability that makes reading more strenuous and time-consuming | While participating in group research, teacher might advise/observe that this student focuses on artwork and other visual sources of information that do not require extensive reading. |
| Student 3 | ELA student | An ELA student might struggle with writing from a historical perspective. Teacher could include an additional primary source that includes a writing sample about 3rd estate grievances and how they might have worded them. Teacher could also write a few sentences of an example on the board to get students started, illustrating that a modern/familiar voice can still convey historical motivations/information. |